

Special Educational Needs and Disabilities Report September 2016 – July 2017

There were 14 children on the SEN register, which equates to about 10% (national average is 17%):

Need	Number
Cognition and Learning	11
<i>Learning difficulties</i>	9
<i>Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia</i>	2
Communication and Interaction	1
<i>Speech, Language and Communication needs</i>	0
<i>Autistic Spectrum Disorder including Asperger's and Autism</i>	1
Social, emotional and mental health	2
<i>Mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder, 'behaviour'</i>	
Sensory and/or physical	0
<i>Hearing Impairment</i>	
<i>Visual impairment</i>	
<i>Physical disability</i>	
<i>Multi-sensory impairment</i>	

One of the pupils above had an Educational Health Care Plan (EHCP)

The school has a very inclusive approach to supporting pupils with SEND. Needs are addressed primarily through 'Quality First Teaching' in the classroom with a particular focus on high quality differentiation. The Head/SENCO wanted to ensure any interventions that were 'additional to and different from' standard classroom practice complimented the good quality children. As such there was a very specific focus on SEND children receiving 'Key Skills' interventions that used our Target Tracker Assessment system to identify 'gaps in learning' and teach the missing skills and knowledge. These were on a one to one or group basis with either the class teacher or the class support assistant.

Each of the SEND children has a Pupil Profile which is updated three times a year. Parents are consulted after the profile has been updated and may add to it if needed.

We believe that SEND children need to be identified early (usually in the Early Years) and monitored throughout their time at Standlake. We do this by:

- Pupil intake meetings, particularly in Nursery and Reception
- Analysing assessment data no less than termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time
- Liaising with parents.

Key Attainment points 2016-2017:

EYFS	No. of pupils:	Good Levels of Development
	0	n/a

Phonics	No. of pupils:	Passed
Year 1	1	0%
Year 2 retake	1	0%

KS1 Teacher Ass.	Reading ARE	Writing ARE	Maths ARE
1 pupil	0%	0%	0%

KS2 SATS	Reading ARE	Writing ARE	Maths ARE
4 pupils	25%	0%	75%

Progress 2016-2017:

Expected progress is 6 STEPs on Target Tracker.

Year	No.	Reading		Writing		Maths	
		Expected	Above Expected	Expected	Above Expected	Expected	Above Expected
R	0	-	-	-	-	-	-
1	1	0%	-	0%	-	0%	-
2	1	0%	-	0%	-	0%	-
3	3	0%	0%	0%	0%	0%	0%
4	2	100%	25%	0%	0%	0%	0%
5	3	100%	33%	33%	0%	100%	33%
6	4	75%	50%	0%	0%	50%	0%
All	14	64%	26%	7%	0%	36%	7%

External Agencies

Last year we bought a package of support from Oxfordshire Inclusion Service. This provided the SENCO with access to a wide range of on-line resources and 3 twilight training session during the year.

Standlake bought in two days' worth of Educational Psychology Service (Ruth Seymour) support and this was used to carry out observations of SEND in all of the classrooms. Ruth met with the teachers and provided a report for each classroom commenting on what she saw and suggestions/strategies for how to move practice forward.

Liaison within the Eynsham Partnership Academy

The SENCOs from within the partnership met 5 times last year and discuss various topics and offer support in time and resources with each other.

Liaison with Bartholomew, as the secondary school where all of our pupils went to last year, has been good with the SENCO attending transition meetings.

Training

Teachers received 'training' through the work that was carried out by Ruth Seymour (see above). The SENCO continues to attend the area Inclusion Briefings held three times a year. These are essential as the Inclusion Consultant who leads the sessions informs SENCOs of new initiatives and gives advice on recent updates to policy and practice.

SEND Budget

High needs statement support for one pupil: £2,500

Education Funding Agency notional SEN funding: £35,434

This was used to contribute towards Teaching Assistant support in the classroom and some resources

Parental Liaison

We consult the parents of our SEN children and work with them on the children's Pupil Profiles three times a year.

Outcomes of last years 'Next Steps'

- Improve progress and attainment of SEND pupils through termly tracking and monitoring
 - Target Tracker has become firmly established in the school and has been used very successfully to support monitoring and accountability in progress meetings. There was an improvement in attainment and progress of pupils in Key Stage Two
- Introduce intervention programmes that can work alongside quality first teaching
 - Fresh Start was introduced to Key Stage 2 pupils to support reading and writing
 - Lexia was introduced across the school to support the pupils with reading
 - Key Skills (Grammar and Punctuation) intervention was introduced to support some pupils
- Provision Mapping of interventions across the school
 - Each class updates a provision map three times a year, following progress meeting discussions

2017-2018 Next Steps

- Transition to Charlotte McCulloch becoming the full time SENCO, taking over from Andrew Denham
- Improve progress and attainment of SEND pupils through termly tracking and monitoring, particularly following up on the consistency in which the provision map activities are completed
- Establish a Maths intervention, possibly Numicon